



Law and Order: Europe

Timeline and Assignments



Contents

1. Objectives
2. Standard
3. Timeline
4. Requirements
5. Day One
6. Choose Teams
7. Day Two

Objectives

Define an “absolute monarchy” and list examples from European history.

Evaluate the impact of absolute monarchies on European relations in the 1600s-1700s.

Standard

MWH-2: The student will demonstrate an understanding of the benefits and costs of the growth of kingdoms into empires from the fourteenth through the sixteenth centuries.

Timeline

Thursday, February 11, 2016: Introduction to Absolute Monarchs

Friday, February 12, 2016: Research Day

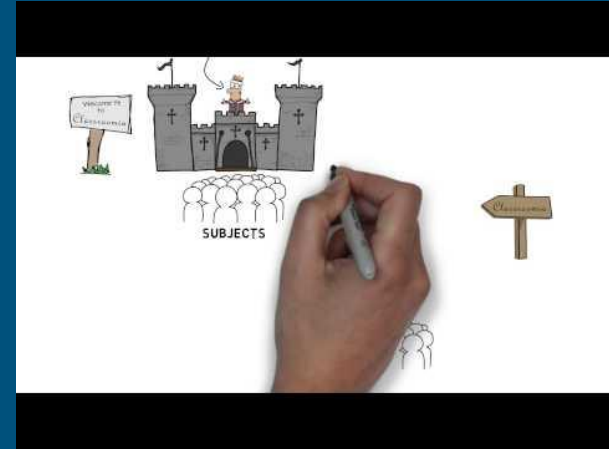
Monday, February 15, 2016: PRESIDENT'S DAY

Tuesday, February 16, 2016: Debate

Day One: Introduction to Absolute Monarchs

Take out a sheet of paper and a pen/pencil

Watch the whiteboard video



Answer the discussion questions below:

1. Do you think Carl ACTUALLY had the power to do whatever he wanted?
2. Why do you think there are so few absolute monarchies left today?

What is an “Absolute Monarchy”?

According to the book:

“ One ruler who held all of the power within their state’s boundaries.”

Name an absolute monarchy from history

Name one that’s still around today

Law and Order: Europe

Question: Did the monarchy in _____ have a positive or negative effect on Europe? Did it have a positive or negative effect on the country?

Goal: To create a “legal” case debating the question above

You will present your argument to the class who will vote to decide who “won”

Teams

France - For the monarchy (Pro), against the monarchy (Con)

Spain - Pro, Con

England - Pro, Con

Central Europe - Pro, Con

Russia - Pro, Con

Requirements

1. Opening statement (**written, for grade**)**
 - a. Between one and two minutes, due on the day of debate
2. Pro/con debate notes (not for grade, recommended)
3. One-page summary of case for classmates (**written, for grade**)**
 - a. Include name of preparer, country, and stance (ex. McManus, France, Anti-Monarchy)
 - b. Cite evidence in the paper, may use bullet points
 - c. Should be a summary of your case and how you'll use the evidence you found
4. Evidence = at least 2 primary and 3 secondary sources as evidence
 - a. Must be historical sources and examples
 - b. Teacher must have approved "evidence"
 - c. Textbook counts as one secondary source

Day One: Assigned to the Case

Come up and write name next to stance

Can be partners but every stance must be covered

No swapping

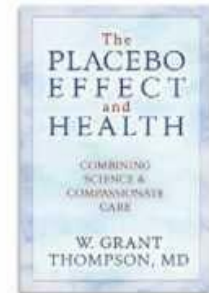
Then get started!

Day Two: Collecting the Evidence

2 Primary and 3 Secondary Sources

What is the difference?

secondary source



Day Two: Collecting the Evidence (Primary)

“Contemporary accounts of an event, written by someone who experienced or witnessed the event... Original documents (they are not about another document or someone else’s account.” - [UC Santa Cruz Library](#)

Examples:

- Diaries
- Letters
- Memoirs
- Journals
- Speeches
- Manuscripts
- Photographs
- Audio or video recordings
- Interviews
- Original literary or theatrical works
- Research reports in the natural or social sciences
- Newspaper or magazine articles (written soon after)

“I was there”

Day Two: Collecting the Evidence (Second)

“Interpret primary sources... at least one step removed from the event under review... Interpret, assign value to, conjecture upon, and draw conclusions about the events reported in primary sources.” - [UC Santa Cruz Library](#)

Examples:

- Usually published works
- Journal articles
- Books
- Radio or television documentaries
- Conference proceedings

*“I heard it from
someone who
was there.”*

Day Two: Deadlines

Due by end of class:

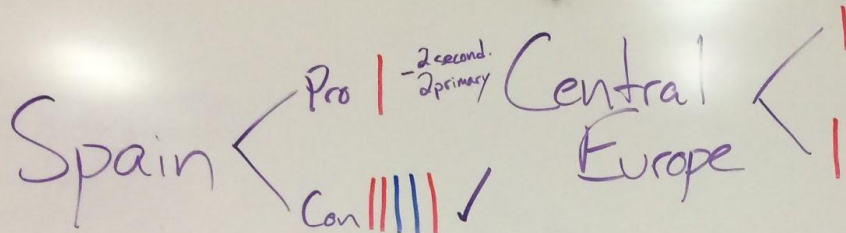
- Evidence = at least 2 primary and 3 secondary sources as evidence
 - Must be historical sources and examples
 - Teacher must have approved “evidence”
 - Textbook counts as one secondary source

Due by 11:59PM on Monday, February 15, 2016

- One-page summary of case for classmates (**written, for grade**)**
 - Include name of preparer, country, and stance (ex. McManus, France, Anti-Monarchy)
 - Cite evidence in the paper, may use bullet points
 - Should be a summary of your case and how you’ll use the evidence you found

End of Day Two Status (Period 1)

McManus
Spain
Pro-Monarchy



- 2 second. 2 primary

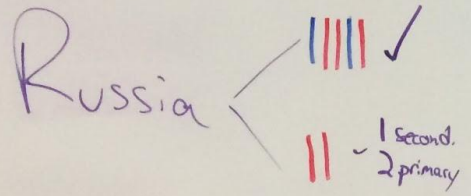
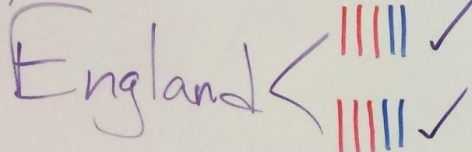
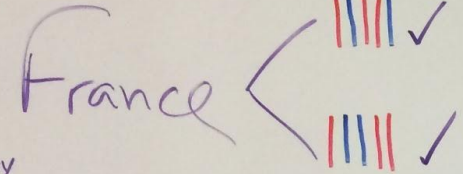


February 12, 2016

Coach Whitworth
Mr. McManus

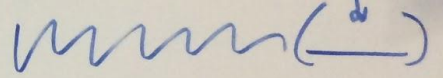
- 2 secondary 2 primary

Positive +
Negative effect
on Europe + Country



7+2
+3+1

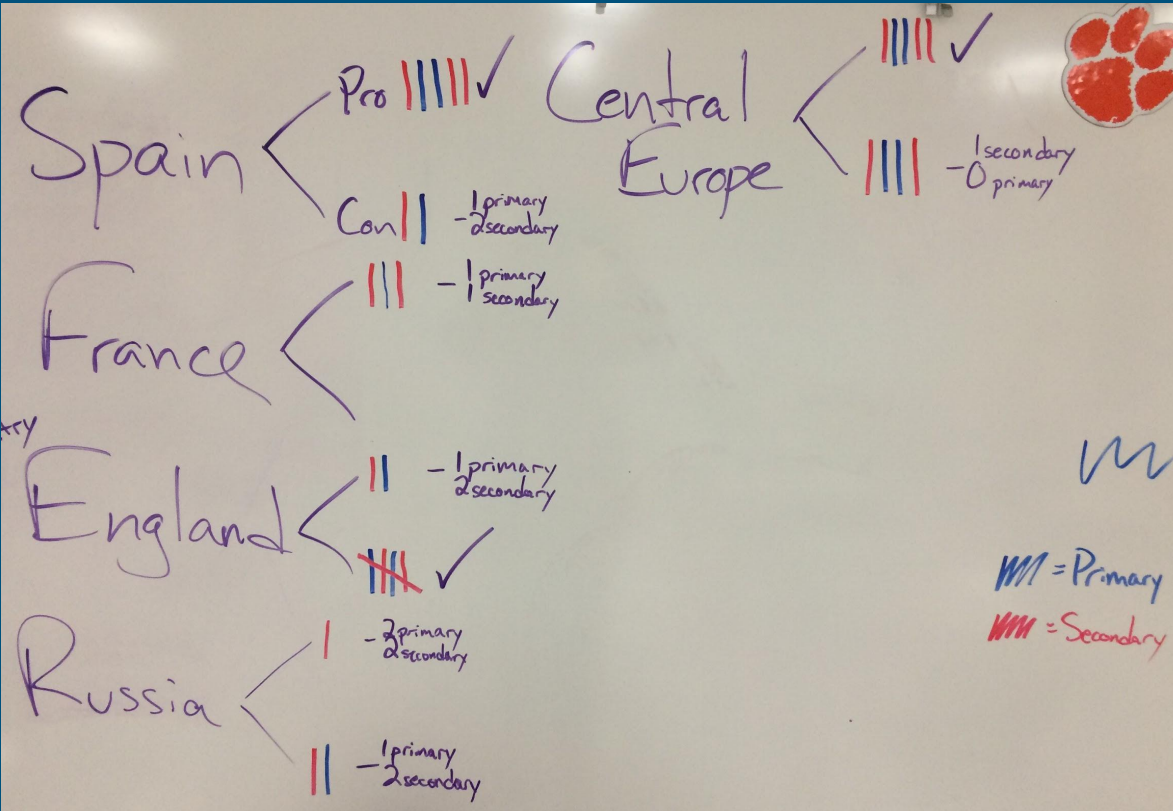
Name of the source



||||| = Primary Sources

|||| = Secondary

End of Day Two Status (Period 6)



Day Three: Introduction to Debating

Introductory Statements

- Maximum of 2 minutes each

Pro-Con Debate

- 6-8 min - Each side gets 1 min to “attack and defend”
- Class allowed to extend debate by 2-6 minutes (motion from jury)

Closing Statements

- 1 min each - Closing statements

Day Three: Opening Statements

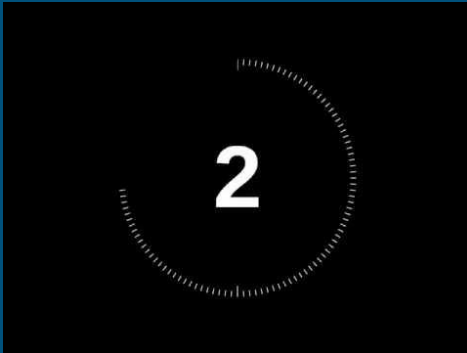
<http://www.redstate.com/absentee/2015/12/15/video-candidate-opening-statements-cnnsalem-gopdebate/>



Monarchs: Positive or negative effects?

Pro-Con Debate

Opening Statements



04:34

0:30

Closing Statements



Connection: Objectives

Define an “absolute monarchy” and list examples from European history.

Evaluate the influence of absolute monarchies on European relations in the 1600s-1700s: was it positive or negative?

What were the consequences of the changing boundaries of kingdoms in Europe?

Connection: Essential Questions

“MWH-2: The student will demonstrate an understanding of the benefits and costs of the growth of kingdoms into empires from the fourteenth through the sixteenth centuries.”

- What were some benefits of having kingdoms?
- What were some costs of having kingdoms?
- What could be some problems with kingdoms growing into empires?